

**AGGRESSION REPLACEMENT TRAINING
SKILL BUILDING INSTRUCTION EVALUATION**

Facility: _____ Observer: _____ Title: _____

Date: _____ Trainer: _____ Title: _____

Time Session Began: _____ Co-Trainer: _____ Title: _____

Time Session Ended: _____ Number of Youth Attending: _____

ART Week # (or supplemental session): _____

Location: _____ Seating Arrangement: _____

1. Were any issues from last Skillstreaming Group reviewed (i.e., homework difficulties; group member(s) needing more role playing)? ☐ Y ☐ N

2. Were group norms reviewed? ☐ Y ☐ N

Comments: _____

3. What visual aids were used? ☐ poster of the skill of the week
☐ skill cards for group members
☐ other visual aid _____

4. Was the skill introduced, steps read and briefly explained? ☐ Y ☐ N

5. Was skill modeled by Trainer/Co-Trainer? ☐ Y (once) ☐ Y (twice) ☐ N

6. Were all the steps for performing the skill identified during modeling? ☐ Y ☐ N

7. Were the modeling demonstrations relevant to the youth (i.e., adolescent situations)? ☐ Y ☐ N

8. Did the Trainer open discussion about each young persons' *need* for the skill? ☐ Y ☐ N

Comments: _____

9. Did each youth roleplay the skill of the session as the Main Actor? ☐ Y ☐ N

10. Did each youth provide performance feedback to roleplays of the other youth? ☐ Y ☐ N

Comments: _____

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11. Was order of performance feedback given to role playing youth appropriate?
☐ Yes – Co-actor, Group members, Co-trainer, Trainer, Main Actor (preferred order)
☐ No
Comments: _____

12. Were homework assignments given to each youth? ☐ Y ☐ N

13. Was behavior management (inappropriate youth behavior) an issue during the session? ☐ Y ☐ N

Comments: _____

If there were behavior management issues, how were they handled?

Items for Post-Group De-briefing between Observer and Group Training and Co-trainer:

14. Trainer's self-evaluation of session and ideas for improvement:

15. Co-Trainer's self-evaluation of session and ideas for improvement:

16. Observers feedback and recommendations:

Observer's Comments and Recommendations received: _____
(Group Trainer's Signature & Date)

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Modeling

- ☐ When Modeling, did the person give two examples (vignettes)?
- ☐ Was the modeling relevant to the group?
- ☐ Did each model (vignette) have a positive outcome (pro-social)?
- ☐ Did the model portray similar characteristics to the individual being depicted in the vignette?

Role Play

- ☐ Did the group leader review/remind the trainees of their parts?
- ☐ Did the group leader (facilitator) instruct the non-role play members of the group to observe the role play, assigning specific tasks to each as appropriate?
- ☐ Did the group leaders ensure the actor/co-actor remained in role?
- ☐ Did the group leader ensure that the role play clearly depicted the skill being practiced (i.e., did they ensure practice of perfect!)?
- ☐ Did the group leader ensure that each trainee had an opportunity to be a main actor?

Performance Feedback

- ☐ Did the group provide reinforcement for the skill being role played?
- ☐ Did the group leader provide reinforcement to the co-actor for his/her assistance?
- ☐ Was the reinforcement given commensurate with the quality of the performance?
- ☐ Was reinforcement given for adequate performance?
- ☐ Was reinforcement provided when improved performance was observed?

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DIRECTIONS: Using the following criteria, please assess how effectively the Trainer and Co-Trainer conducted the skills training group.

1. Demonstrate knowledge of the content presented.
2. Pace of the Presentation.
3. Use of platform skills (body, hands, eye contact, facial expression, voice)
4. Keep participants interested and involved.
5. Use visuals to support the presentation and clarify concepts.
6. Convey enthusiasm and a belief in what is presented.
7. Organized and structured the activity (followed established procedure).